TELSIG FORUM 2013: Resilience, Reflection, Renewal
Ka purea e ngā hau a Tāwhirimātea

28-29 November 2013, the University of Auckland Engineering Building
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Welcome

On behalf of the organising committee, it is our pleasure to welcome you all to the Tertiary Libraries Special Interest Group Forum for 2013.

We would like to welcome our speakers and thank them for their time and contribution to this Forum. We extend a special welcome to our sponsors and thank them for their support in making this Forum possible.

The Forum Committee would like to take this opportunity to thank Christine McGonigal and Katie Flood of Event Services, as well as Petteena McOnie, for their professional expertise and support.

The Forum Convenors would also like to thank Libraries and Learning Services, the University of Auckland for their support for this event.

Over the next two days we hope that you will reflect, exchange ideas, find inspiration and feel rejuvenated as you catch up with friends and colleagues, meet new people, and forge new pathways with fresh inspiration and ideas.

Forum Committee

Forum Convenor
Forum Convenor
Bicultural Convenor/Programme Committee
Registrations Convenor/Programme Committee
Registrations Convenor/Programme Committee
Communications Convenor/Programme Committee
Programme Convenor
Programme Committee
Programme Committee

Melanie Brebner
Stephanie Reid
Fiona Rongo
Fran Skilton
Rohini Subbian
Valerie Green-Moss
Chris Moseelen
Diane Gordon
Mary Parkinson
Theme

In Maori tradition, Tāwhirimātea is the deity who controls the weather. Tāwhirimātea had four wind children whom he sent away in four different directions, each direction taking the name of the wind. He also sent clouds and created rain and hail which sometimes harmed, and other times were subverted by his brother Tūmatauenga to create gentler weather.

Our theme, Resilience, Reflection, Renewal Ka purea e ngā hau a Tāwhirimātea or Let the winds of Tāwhirimātea cleanse you, invites us to pause and take stock.

Tertiary libraries face challenges on a number of fronts: the aftermath of the earthquakes for Canterbury libraries, a tight financial environment, and the fact that we work in a fast changing field where we need to be alert to trends and developments. We need to be resilient and respond to the challenges positively, thoughtfully and in a timely fashion.

At times we need to return to our foundation or place of comfort, to reflect and rejuvenate ourselves to continue on our path. We hope that this Forum will provide the opportunity for you to do just that.
Whakatau (Welcome)

Please gather in the atrium on Thursday 28 November at 9.40am for the Whakatau, or welcome, led by Rukuwai Jury and Troy Tuhou.

The Whakatau will be led by staff at Libraries and Learning Services of the University of Auckland. In reply University of Auckland staff (tangata whenua) will be asked to sing “Ruia”-the University of Auckland waiata:

Ruia-ruia ngā kākano i te Moana-nui-ā-Kiwa wherahia ki te moana rongonui
Herea ngā waka ki te pou whakairo ka tū ki Waitemata
I raro i te marumaru o ngā maunga tapu
Ko Waipapa te manawa whenua o te whare wānanga nei

Kōrero whakamārama (nā Michael Steedman, 2012):

This waiata was composed as a waiata kinaki kōrero for use by University of Auckland staff, originating with the kaiarahi of the Māori equity team. The kupu express a sense of mana – of our people, and of Waipapa marae as the true gateway of the University.

“Ruia” refers to the whakatauāki, “E kore au e ngaro, he kākano ahau i ruia mai i Rangiātea”. “Moana-nui-ā-Kiwa” as the next part of the journey acknowledges the connections between tangata Māori and other Pacific peoples.

The point of arrival is Waitemata, referencing the whakatauki “Tāmaki herenga waka” as well as the famous tauparapara of Ngāti Whātua, “He Aha Te Hau”. “Ngā maunga tapu” indicates all of the mountains significant to Tāmaki Makaurau, and the waiata concludes with a direct affirmation: Waipapa is the beating heart of this University.

Poroporoaki (Farewell)

The waiata we will all be singing is Tutira Mai Nga Iwi

Tutira mai nga iwi (The people are standing in rows)
(Aue)
Tatou tatou e (All of us)

Tutira mai nga iwi (The people are standing in rows)
(Aue)
Tatou tatou e (All of us)

Whaia te maramatanga (Seek after knowledge)
Me te aroha e nga iwi (And fellowship all people)
Kia ka tapatahi (Think as one)
Kia kotahi ra (Act as one)
Tatou tatou e (All of us)
Sponsors and Exhibitors

TELSIG Forum 2013 gratefully acknowledges the generous support of the following organisations:

Gold Sponsors

Silver sponsors

Sponsorship in kind

Exhibitor
**Ako Aotearoa** – We are delighted to be gold sponsor at the TELSIG Forum in 2013. In our unique position as New Zealand’s National Centre for Tertiary Teaching Excellence, we work across all parts of the tertiary sector in Aotearoa, New Zealand to support educators and organisations towards the best possible educational outcomes for all learners. We aim to identify, celebrate and share effective teaching practice that contributes to this vision.

Please visit our website to find out more about our work: funding, awards, professional development programme, publications, events - www.akoaotearoa.ac.nz

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Ex Libris is the leading provider of resource management and discovery solutions for academic, national, and research libraries. The company’s unified framework for resource management and discovery enables libraries to replace the multiple systems currently used for managing their print, electronic, and digital collections with two consolidated solutions: Alma, for the unified management of all resource types and workflows, and Primo, which provides users with a single discovery platform to access global and local collections.

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Tel: +61 3 9762 2418
Fax: +61 8 8331 0851
Mobile: +61 4 0993 9276
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UBS Library Division specialises in supplying books to tertiary libraries across Australasia. We stock a huge range of New Zealand and international publications in our store.

The dedicated bibliophiles in the library supply team offer:

- Competitive discounts.
- Free delivery.
- A special order service to source any in-print book.
- An approval service so you can view books before ordering.
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Email: academic@ubsbooks.co.nz
Web: www.ubsbooks.co.nz

Pearson is the world’s leading education company, offering collaborative teaching and learning solutions for on-campus, online, and blended learning environments. Our digital repository, EQUELLA, provides one system to house your teaching and learning, research, media and library content.

Our team has worked closely with Christchurch Polytechnic Institute of Technology (CPIT) and a wide range of schools, universities, polytechnics, departments of education, training institutions, and corporations worldwide.

Visit our stand at TEL-SIG 2013, to learn how EQUELLA will extend your institutional content.

To learn more visit www.equella.com and contact alistair.oliver@pearson.com and mike.wierzbicki@pearson.com

ALDIS Associates was first formed in 1986, and is a registered Australian company with a large client-base located throughout the Asia-Pacific Region. It has since become an Alliance Partner of iParadigms LLC, the developers of Turnitin.

Turnitin comprises three units: OriginalityCheck, GradeMark and PeerMark

Beyond OriginalityCheck’s unparalleled ability to detect plagiarism, GradeMark and PeerMark remain a minor revolution for educators. Between them, they enhance the learning experience; via paperless assessment of students’ work, instructors save time; and, students experience richer feedback from remarks directly on assignments.
General Information

Registration desk hours

For any questions, please visit the registration desk located in the atrium of the Engineering Building – open during the following hours:

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<tr>
<td>Thursday 28 November</td>
<td>7.45 – 10.30am</td>
<td>Catering breaks</td>
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<tr>
<td>Friday 29 November</td>
<td>8am – 10.30am</td>
<td>Catering breaks</td>
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Name tags

Please wear your name tag at all times during the conference and social events.

Mobile phones

During all presentations please switch off or turn your mobile phones to silent.

Cameras and electronic recording

No electronic recording of presentations is permitted in any form without the express permission of conference organisers and speakers.

Practice room

A lecture theatre has been set aside for delegates to practice should they wish to. This room is adjacent to the main session theatres and will be clearly marked. Please ask Forum Committee members if you need assistance.

Car parking

Parking is available on the lower 5 levels of the Owen G Glen Building (The Business School) on Grafton Rd.

Casual hourly parking is available at $5 per hour Monday to Friday from 7am to 5pm. A flat rate of $6 applies from 5pm to closing time (11.30pm) weekdays and all day on weekends.

On entering the car park, get your ticket at the barrier arm and take it with you. When you return to the car park, pay for the parking at the pay station by the lifts before returning to your vehicle. Insert your ticket to raise the barrier arm.

After 11.30pm the security grille will rise as your car approaches after exiting the barrier arm.
Internet Access
There is guest wireless access for the duration of the forum. Please collect your login and password details at the registration desk on Day One.

Social media
TELSIG encourages the use of social media during the Forum. Our twitter hashtag is #telsignz.

Conference catering
Morning and afternoon teas and lunches are included in the registration fee and will be served in the atrium of the Engineering Building.
**Dietary requirements**

Care is taken to ensure all dietary requirements are catered to. If you specified your dietary requirements when registering, please make yourself known to the catering staff at each meal break and advise them of your name and requests.

**No smoking policy**

Delegates should be aware that smoking is banned from all public buildings in New Zealand, including the University of Auckland. This policy is strictly enforced.

**Urgent messages and lost property**

Urgent messages for delegates and lost property can be directed to the registration desk or a member of the Forum Committee. Messages and lost property will be held there for collection until the conclusion of the conference.

**Emergencies, medical needs and illnesses**

If you have an emergency you can contact the police, paramedics and fire department by calling 111 from any landline or mobile phone.

If you require non-emergency medical attention during the conference, please inform the registration desk or a member of the Forum Committee.
Cocktail Function – Thursday 28 November 5.30-7.00pm

What better way to end the first day of conference than to unwind in the Engineering Atrium with wine and canapés as you enjoy the Craig Williams Trio playing classic jazz from the 1950s and 60s? Then head into town with your library colleagues to enjoy dinner at your convenience.

The cocktail function is included in the full registration price—we do hope you will join us.

Presenter Information

Time
Presentations are 30 minutes including time for questions. This excludes Sessions A & B 3.00-3.45 Thursday 28 November. Each session chair will be keeping strictly to time.

Your Presentation
If you are scheduled to give a presentation, please ensure your PowerPoint is uploaded to the computer in your presentation room well in advance of your allocated session, preferably during the catering breaks or prior to the start of each day. Please see a member of the Forum Committee if you require assistance. A lecture theatre adjacent to the main session rooms will be available for presenters to practice should they wish.

If you have videos or animations in your presentation, please ensure you have embedded the files in your presentation and copied and transferred the video file together with your PowerPoint presentation. Without doing this, your video will not function. WMV or AVI file types are recommended.

Presentation Equipment
Each presentation room features standard audio-visual equipment, including white screens, white boards, document camera, data projector, Windows 7 lectern computer and lectern microphone. Remote PowerPoint controllers and laser pointers are not available.

Apple Mac Users
Please ensure your presentation is capable of running on Windows 7.

After the Conference
Presentations will be made available in PDF format on the conference website following the TELSIG Forum. Please advise the registration desk when uploading your paper if you do not want your presentation to be available online.
NB: Faculty of Engineering is the venue building. OGGB is the Owen G Glen Building (The Business School). Casual carparking is available in this building. For details of carparking rates please see above.
Venue Floorplan
Auckland General Information

The following information is provided as a guide to Auckland. If you have any queries, please visit the registration desk.

Banks and ATM machines

The University of Auckland: The nearest bank (ASB Bank) and ATM machine is situated on Level 1 of the Owen G Glenn Business School, Grafton Road. Additional bank branches are available on the Ground Floor of the Kate Edger Information Commons across from the Engineering School on Symonds Street.

Getting around

The LINK Bus
The city LINK bus is an easy way to get around town. Check www.maxx.co.nz/link

Taxis and shuttles
There are a host of taxi companies to choose from. Some recommended companies are:

Auckland Co-op Taxi: 09 300 3000 or 09 300 3100
Discount Taxi: 09 529 1000
Green Cabs: Phone 0508 447 336
Corporate Cabs: Phone 09 377 07730
Airbus Shuttle: 09 366 6400
Shopping, bars & restaurants

As a guide, shopping hours in central Auckland are 9.00am – 5.30pm each day, with most shops open until later in the evening on Fridays.

Shopping malls located in suburban areas may stay open until 9.00pm on Thursdays and Fridays. Visit www.westfield.co.nz for information.

Night on the town

Want to go out for a night on the town but unsure where to start? Here are a few options:

Britomart
Britomart is a vibrant shopping, entertainment and business precinct in the heart of downtown Auckland, just minutes from the University of Auckland’s City Campus. Surrounded by beautiful heritage buildings, it is a neighbourhood of buzzing restaurants and cool bars, designer boutiques and quirky art space. 
www.britomart.org

Viaduct Harbour
Hobson Wharf, Corner of Quay and Hobson Street.

With over 20 bars and restaurants to choose from in one waterfront destination, Viaduct Harbour is a superb place to dine or relax and watch the world go by.
www.viaduct.co.nz

Ponsonby Road
Ponsonby Road, Auckland’s hippest strip, is easily accessible by the Inner Link bus and home to over 100 of Auckland’s top cafes, bars and restaurants. Take a stroll down the strip to check out the boutique shops, local fashion scene and some of the best coffee in Auckland.
www.iloveponsonby.co.nz
Restaurant guide

Central Auckland has many excellent restaurants; the following are just a few recommendations:

**Ebisu**
116 - 118 Quay Street, Britomart.
A sophisticated twist on the traditional Japanese izakaya style of informal drinking and dining.

**Euro Restaurant and Bar**
147 Quay Street, Princes Wharf.
Euro offer superb contemporary New Zealand cuisine and exceptional service.

**Kermadec Bar and Bistro**
Level 1, Viaduct Harbour. Surrounded by the upbeat theme of contemporary Pacific art, enjoy the casual atmosphere and excellent seafood-based menu.

**Soul Bar and Bistro**
Viaduct Basin, Viaduct Harbour Avenue.
Soul Bar & Bistro prides itself on its use of the finest and freshest local ingredients, with seafood taking centre stage.

**Depot Eatery and Oyster Bar**
86 Federal Street.
Chef Al Brown’s place reflects his attitude towards food: in season, beautifully cooked, to be enjoyed with friends.

For a greater selection of restaurants, including pubs, bars and clubs, get the Metro Eats app or visit [www.dineout.co.nz](http://www.dineout.co.nz)
## TELSIG Forum 2013: Resilience, Reflection, Renewal Ka purea e ngā hau a Tāwhirimātea

**Forum Programme**

**Day One Thursday 28 November 2013**

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<td>Janet Copsey, Director of Libraries and Learning Services, University of Auckland</td>
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<td>Anne Ferrier-Watson</td>
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<td><em>Coulda, woulda, shoulda: does being digitally smart have to hurt?</em></td>
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<td>Jane Arlidge</td>
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<td><em>Institutes of Technology and Polytech (ITP): evaluating for change</em></td>
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| 12.40 - 1.10 | Jade Furness  
A reflection on the challenges of embedding research literacies in the Social Work programme at the Open Polytechnic of New Zealand |
|           | Pecha kucha sessions  
- Embedded subject librarian services – Helen O’Carroll  
- Surviving the thesis journey – Thelma Fisher |
| 1.15 – 2.15 | Lunch |
| 2.15 - 3.00 | TELSIG – Annual General Meeting |
| 3.00 - 3.45 | Parallel Sessions  
**Stream A**  
Neda Zdravkovic, Claudia Adams and Sarah Etheridge  
*Application of an Information Search Process (ISP) model in higher education curriculum*  
**Stream B**  
Yanan Zhao  
*Repository as a Service*  
Angela Davies  
*Equella – digital object repository* |
| 3.50 - 4.20 | Vanda Ivanovic  
*Instructional videos on a shoe-string: A how-to presentation*  
Fiona MacDonald  
*It’s all about the sharing... implementing Equella at CPIT* |
| 4.25 - 4.55 | Sara Roberts  
*Wikipedia in the classroom*  
Shari Hearne  
*New Zealand university research repositories and open access: where to from here?* |
| 5 - 5.30   | Brian Flaherty  
*The Future-I wouldn’t start from here* |
<p>| 5.30 – 7pm | <strong>Cocktail function – Atrium - Engineering Building</strong> |</p>
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<td>8.30am</td>
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| 9.05-10.00    | **Keynote-2**  
* Lynley Stone  
* Yesterday, Today and Tomorrow |
| 10.05-10.30   | Morning tea                                                             |
| 10.30-11.00   | **Parallel Sessions**                                                   |
|               | **Stream A**                                                           |
|               | Steve Leichtweis and Michael Willimott  
* Learning analytics and student retention |
|               | Rosanne Van Leeuwen and Fran Skilton with Miracle Moasegi and Herman Chan  
* Student rovers: exploring the landscape of peer support |
| 11.05-11.35   | Diane Friis  
* Merge like a zip: successful merger of two polytechs library and learning centres |
|               | Gillian Barthorpe  
* Are we there yet? Do we have staff who are resilient enough to meet opportunities |
| 11.40-12.10   | **Stream B**                                                           |
|               | Rosanne Van Leeuwen and Fran Skilton with Miracle Moasegi and Herman Chan  
* Student rovers: exploring the landscape of peer support |
|               | Helen Renwick  
* The CONZUL store: the collaborative storage of serials |
| 12.15-1.00    | **Panel Discussion** - Dr Tafili Utumapu-McBride and Audrey Hinder  
* The tertiary library and the success of Pasifika students |
| 1.00-1.45     | Lunch                                                                   |
| 1.45-2.30     | **Panel Discussion** - Ashwini Datt, Cathy Gunn, Kevin Morris and Peter Smith  
* Running aMOOC! |
| 2.30-2.45     | **Forum closure** - Stephanie Reid and Melanie Brebner                  |
| 2.45-3.00     | Poroporoaki (Farewell)                                                  |
Keynote Speakers

Mal Booth

Mal Booth was appointed University Librarian at UTS in mid-2012. His barrows as he describes them are: codesign and design thinking; Open Access; sustainability; active community engagement; curation of collections; visual communications; and the development of cultural collections in libraries. He was formerly Head of the Research Centre at the Australian War Memorial and responsible for its library, archive and the Memorial's web strategy. From 2006 to 2008 he curated the Lawrence of Arabia and the Light Horse exhibition which attracted almost 250,000 visitors. He leads the team designing a future library for UTS, a journey that begins with an ASRS facility coming online in 2014.

"Giving away the keys to the starship"

In October, Mal attended a workshop on designing libraries for the 21st century at the new Hunt Library, NCSU. That phrase was constantly used by their staff to describe their design and development approach. He believes that Hunt and a few other universities in North America are substantially changing the landscape for future academic libraries with bold new approaches to service and space design, organisational development and perhaps most significantly, the kinds of technologies that are deployed now in those libraries. Those technologies help to move the library’s role from being providers of access to knowledge in print or digital form to one of creation in terms of knowledge on new platforms. This will include services and new skills in libraries that provide for data visualisation, animation, multi-media production and support for the digital humanities. It may also mean forging closer ties with technology and creative industries inside our libraries.

Lynley Stone

Lynley Stone runs The information Workshop, a library consultancy based in Auckland. She has worked part-time on the library studies programmes of Open Polytechnic and Victoria University of Wellington since 2001, and prior to that spent 13 years as a librarian and manager at The University of Auckland and University of Waikato Libraries. Last year, she undertook the LIANZA Careers Survey which gave an overview of a range of careers issues and gathered together the advice of library practitioners to their peers. She believes that librarians can change lives - including their own.

Yesterday, today and tomorrow

The speed and unpredictability of change makes many people nervous about the future of libraries and of jobs within them. Yet mid and late-career librarians of today are quite happily doing things that they never dreamed of when they began work in libraries, and are driving cutting-edge world-leading innovation. Lynley will explore the nature of change, and how individuals and organisations can adapt, learn and grow.
Session Information

Institutes of Technology and Polytechnic (ITP) Libraries: Evaluating for change.

Jane Arlidge
12.05-12.35 Thursday 28 November

A senior member of staff said to me 8 years ago, at her introductory morning tea: “You need to change the name of the library”. I said, “Why?” She said, “Because libraries don’t just have books anymore”. I said, “You’re right about that, but that’s no reason to change the name.”

She’s gone now, and we have even more things now that aren’t books, but we are still a library.

Libraries in the ITP sector need to be nimble, adaptable and focused on change. And yet……..many libraries work with an old service model and fill roles for: cataloguers, acquisitions librarians, circulation librarians, serials librarians, systems or electronic services librarians, information literacy librarians, and interloans librarians. Some libraries have moved to an integrated service model providing a range of services including learning support and advice, pastoral care and technical support for students.

Libraries in the ITP sector need to URGENTLY and SYSTEMATICALLY evaluate the services we provide, and then we need to change. We need to change our service models, our staffing models and our collections. And then we need to evaluate them all again.

This interactive session will provide an opportunity for you to explore a couple of program evaluation approaches and identify aspects of your library services which you could apply this process to.

Jane Arlidge is Library Manager at Northtec.

Are we there yet? Do we have staff who are resilient enough to meet opportunities and challenges of 21st century libraries

Gillian Barthorpe
10.30-11.00 Friday 29 November

Libraries of the 21st century are facing opportunities and challenges in meeting the information needs of a new generation of users. It is important to ensure that libraries have the right number of people with the right skills and attributes in the right place at the right time. There are a number of issues that need to be considered to achieve this.

This paper summarises the key findings from research in to the trends and issues affecting workforce planning in New Zealand university libraries. The research indicates that these trends and issues are not unique to New Zealand and that other countries are facing the same issues.

First and foremost it is essential to recruit and retain staff who are skilled and innovative as well as flexible and adaptable. The staff we recruit should also reflect the increasingly transnational, diverse users we serve.

Alongside the need for new and talented staff are the concerns around the retirement of experienced staff over the next decade. This is a double-edged sword as many will retire but on the other hand many older people are working longer. This requires the fostering of knowledge transfer opportunities in both directions and career development pathways for younger staff.

Gillian Barthorpe is Associate University Librarian, Collection Services, AUT University.
Reference Management Collaborative Working Group

Tricia Bingham
11.40-12.10 Friday 29 November

The Reference Management Collaborative Working Group is open to any tertiary institutions with an interest in reference management, or bibliographic management systems including, but not restricted to, RefWorks and EndNote.

The group will provide an opportunity to share information and ideas about reference management matters including:

- Teaching and training materials and best practice for teaching
- Support materials and web pages
- New products and software

The group will also provide the opportunity to collaborate on key tasks such as creation of referencing styles and training materials which will be resource and time saving.

Communication will be via a centralised web based portal (eg. Facebook or similar) with the possibility of face to face meetings at TELSIG in the future.

Tricia Bingham will take initial responsibility to coordinate the group but it is envisioned that this will be a rotated/shared role in the long terms. Interested parties should contact Tricia on t.bingham@auckland.ac.nz .

Tricia Bingham is a Learning Support Services Librarian at Libraries and Learning Services, the University of Auckland.

Equella – new digital object repository

Angela Davies
3.00-3.45 Thursday 28 November

Setting up a new software wizard for the general use of a large staff is never easy. This is the story of the establishment of two wizards to handle the requirements for a Research collection to be harvested by NZ Research and also a ‘dark’ or limited access database for Performance Based Research Funding (PBRF) records.

The powerful digital repository software that CPIT decided to purchase was Equella, a name well known in Australia, where it was developed, and in the United States, Britain and parts of Asia but not in New Zealand. The Christchurch Polytechnic and Institute of Technology (CPIT) is its first NZ site.

This presentation will take you through the highs and lows, the behind the scenes creation of the wizards and the roll out to the staff of CPIT. Equella will be in use for many years to come and will see CPIT able to easily share its resources not just internally but internationally and also to have an on-going ability to use the open access teaching resources of other institutions worldwide. For the PBRF collection the ease with which research can be recorded and files attached will, hopefully, see the next round of submissions considerably less stressful than the last.

Angela Davies is a Research Librarian at CPIT.
The tertiary library and the success of Pasifika students.

Dr Tafili Utumapu-McBride and Audrey Hinder  
Mary Parkinson – Chair  
12.15-1.00 Friday 29 November

Pasifika students are increasingly taking up tertiary education and the institutions at which they enrol are keen to ensure they meet with success, for their own sake and so that they encourage others in their communities to accept this challenge.

The support they receive from the library has an important influence on their levels of achievement. In this session we will be given valuable advice on providing service to this student cohort.

Dr Tafili Utumapu-McBride will open this session with information on factors influencing Pasifika student success and give us some advice on how the Tertiary Library can contribute to improving the level of achievement.

Her presentation will be followed by a panel of Pasifika students presently enrolled at different Auckland tertiary institutions who will speak about their experience of engagement with the Library; Mele Faumuina (AUT) Siosaia Mataele (AU) Taulago Brown (MIT) and Herman Chang (Unitec).

Audrey Hinder will then speak about her research on “Pacific students and their perceptions of an academic library: a case study of Whitireia Community Polytechnic.”

Towards the end of the session the panellists will take questions from the floor.

*Dr Tafili Utumapu-McBride is a senior lecturer at AUT University.*  
*Audrey Hinder is Reference/Cataloguing Librarian at Whitireia Community Polytechnic*  
*Mary Parkinson is Team Leader, Manukau Campus Library, AUT University.*

Coulda Woulda Shoulda: Does Being Digitally Smart Have to Hurt?

Anne Ferrier-Watson  
12.05-12.35 Thursday 28 November

Digital, critical and information literacies are vital skills for the 21st Century, and universities are key in assisting students develop these attributes (Holt, Smissen & Segrave, 2006). It has been well documented that undergraduates often lack familiarity with the library and its resources and are reluctant to ask for help from teachers and librarians, preferring to seek advice from friends and family (Valentine, 1993; Marshall, Burns, & Briden, 2007). The 2007 LibQual survey of Waikato University Library revealed that some students wished their library skills were better (Association of Research Libraries, 2007).

This small scale study investigated the challenges faced by a cohort of online learners at Waikato University when seeking and referencing information. The research ascertained information about what type of library support is valued, whether it does contribute to student success; as well as information about the barriers to student engagement with library information services.

Initial findings revealed nearly half the cohort lacked academic literacy: a deficit which impacts library engagement and help seeking behaviour. The paper suggests ways that library information services can be better marketed to an information saturated and time poor student audience. It also makes observations about what it means to be ‘digitally smart’ in an academic context.

*Anne Ferrier-Watson is the Information Services Librarian at the University of Waikato.*
Surviving the Thesis Journey

Thelma Fisher
12.40-1.10 Thursday 28 November

Masters and PhD thesis students work, often isolated at the cutting edge of research, learning how to identify and communicate a gap in the literature or discipline. Aside from their supervisors, there are a number of university support agencies available to help, from the Graduate Research School, Student Learning Centre, the Library, Scholarships Office, Māori Centre, Disability Information and Support, ITS, UniPrint, Bindery, and more.

The Library’s challenge was to produce a new guide, integrating thesis research services, resources and tools for postgraduate students into a seamless, centralised, collaborative, online service hub.

Information was collated and scaffolded as a series of tabulated and iterative research steps resulting in the Thesis Information guide, which brought together significant aspects of thesis creation, from reviewing literature and managing references, to formatting and printing a thesis, and having it bound upon completion. Complex issues like copyright attribution and research ethics have been included.

Key stakeholders within the Library, the Graduate Research School and Student Learning Centre were consulted regularly during six months of development. Usability testing was carried out by Liaison Librarians with individual postgraduates, before using the guide in a multidisciplinary series of postgraduate workshops in 2012-2013, where it has been favourably received within and across disciplines.

Following the official launch on 28 May 2012, using a wide variety of internal and external marketing options, over 39,000 independent users have visited the guide. Valuable feedback from guide users has led to on-going revision, tailored content and currency.

Thelma Fisher is a Liaison Librarian at the University of Otago.

The Future - I Wouldn’t Start From Here

Brian Flaherty
5.00-5.30 Thursday 28 November

Libraries and librarians are faced with an ever-increasing rate of change to the profession and the Information and Technology landscapes. Futurists tell us about libraries without walls, libraries without books, libraries without librarians. The death of the book, the death of MARC, the death of the classroom... Meanwhile (library) life goes on. What ideas should we be working on? What traditions should we dump? This presentation will look at legacy, opportunity and the gap between where we are and where we need to be.

Brian Flaherty is Associate University Librarian, Digital Services at Libraries and Learning Services, the University of Auckland.
Merge Like a Zip: The successful merger of two regional polytechnic Library and Learning Centres

Diane Friis
11.40-12.10 Friday 29 November

In today’s education sector where nothing is as certain as change, you may be hearing rumours and rumblings about possible mergers of tertiary institutions. On 1st January 2011 the Eastern Institute of Technology in Hawke’s Bay and Tairāwhiti Polytechnic in Gisborne were formally merged and became one entity. This is the story of our mission to merge the library and learning centres of each campus into one efficiently functioning unit that provides excellent student support and service to around 10,000 students each year. Overcoming challenges such as distance and isolation, a different range and level of programmes, implementing a shared library management system, expanding electronic resources across both campuses and, most importantly, supporting our staff through this enormous change process, and through a campus review, has been a three year journey, so far...

This paper will also discuss the successes, the concerns, what worked and what didn’t. The process called for considerable resilience and reflection, and has resulted in a renewed and improved level of service for the students and staff at EIT.

Diane Friis is Library and Learner Services Manager at the Eastern Institute of Technology.

A reflection on the challenges of embedding research literacies in the Social Work programme at the Open Polytechnic of New Zealand

Jade Furness
12.40-1.10 Thursday 28 November

Reviewing current literature on embedding research and information literacies in undergraduate academic disciplines uncovers different ways of implementing these literacies at the curriculum level in tertiary education programmes. In 2012, the Open Polytechnic of New Zealand began developing the Bachelor of Social Work programme, a four year degree provided by distance. Rather than include a research methods course in the programme, it was decided to integrate research and information literacy skills into all Social Work courses by including specific learning activities that related to formative and summative assessed research literacy learning outcomes.

As the Liaison Librarian for Social Work, I was asked to provide the specialist input into the programme’s course development in research literacies. This presentation will focus on the approach that has been undertaken, the challenges of working in a multidisciplinary team, lessons learned to date and our progressing trajectory.

Jade Furness is a Liaison Librarian at the Open Polytechnic of New Zealand.
Releasing the Shackles of Referencing

Valerie Green-Moss
11.40-12.10 Friday 29 November

Have you heard this: "I've found this really good information, but I don't know how to reference it, so I'm not going to use it"?

Have you seen first year students in tears because their Reference List is tying them up in knots?

Are we making a full stop actually a 'full stop' to learning?

Why are we stifling thinking by penalising our Certificate students for incorrect punctuation? Let's save the finer points of APA referencing for third year students, and those preparing a paper for publication.

I propose we throw off the shackles of strict APA referencing and lead the way in a revolution by developing a simple, honest basic system of citations where the two main aims of respectful referencing are achieved: giving credit to the source of the words and thoughts used, and leading tutors to where these were found.

In this session, I want to start a discussion and explore whether we want to lead the revolution to release the shackles of referencing and if we do, where this revolution will lead us.

Valerie Green-Moss is Information Literacy Librarian at NorthTec.

Running aMOOC!

Cathy Gunn, Ashwini Datt, Kevin Morris and Peter Smith
1.45-2.30 Friday 29 November

MOOCs are the current 'hot topic' at the peak of the technology adoption hype cycle. Is this really the shift that will make our institutions redundant; or will it generate new enrolments through tempting taster courses? With the [University of Auckland] Vice Chancellor’s recent announcement about joining FutureLearn, discussion of the local implications is timely. This interactive discussion session will draw on literature, media reports and the experience of panel members.

Ashwini Datt is a senior tutors and Learning Designer at the Centre for Learning and Research in Higher Education. Dr Cathy Gunn is Academic Advisor and Head of the Elearning Group at the Centre for Learning and Research in Higher Education, the University of Auckland.
Dr Peter Smith is a lecturer at the Business School at the University of Auckland
Dr Kevin Morris is the Director of Learning and Teaching at the University of Auckland

New Zealand University Research Repositories and Open Access: where to from here?

Shari Hearne
4.25-4.55 Thursday 28 November

The purpose of this paper is to provide an update on the current status of New Zealand University research repositories; to reflect on the impact of our repositories on open access in scholarly
publishing; and to discuss the possibilities for further development of our repositories in support of open access, particularly by means of collaboration.

All eight New Zealand universities have well-established research repositories that provide open access to the research outputs of their institution. The growth of the New Zealand repositories has been well documented in recent years, by means of surveys such as the CAIRSS Repository Managers Survey, case studies of individual repositories that have contributed to conference papers, and papers and research articles that have examined the collaborative work of smaller groupings of repositories within the country, such as LCoNZ. Information from these sources and the recent DSpace IRR Unconference hosted by LCoNZ held in August has been collated to present an up-to-date snapshot of the New Zealand repository environment.

Open access repositories have provided the spark to the ongoing changes in scholarly publishing. Over the past year, governments, research funding agencies and institutions around the world have continued to adopt open access policies based on the assumption that the results of publicly funded research should be made freely available to the public. A related issue is providing open access to research data, making data more widely available for re-use by others. While in New Zealand there is no requirement (as yet) from government to make funded research outputs freely available to the public, initiatives in other parts of the world indicate that such a fundamental change may be close. This serves as an incentive for research institutions to develop their own guidelines, policies or protocols regarding open access publication of their research and scholarly outputs. University libraries, by means of the research repositories they manage, have an opportunity to promote and the development of open access in scholarly publishing. The paper highlights some of the potential ways to collaborate in doing this, both within and between institutions.

*Shari Hearne is Associate University Librarian, Digital Information Services, AUT University.*

New Zealand Tertiary Library Home Pages: An Examination

**Jess Howie**
11.30-12.00 Thursday 28 November

The online presence of tertiary libraries is becoming increasingly important, however, research (OCLC, 2010) suggests that library websites are being shunned in favour of commercial search engines. Some scholars (Reidsma, 2012; McCann et al., 2010) attribute this to poor website design. Websites are a valid communication concern and what content is displayed; as well as how it is displayed on library home pages has implications for usability, findability and user perception.

The research I carried out was based on the principle that design influences choice (Thaler & Sunstein, 2008). Not only the choice of what tools to use on a given page, but also the choice as to whether or not the page is bypassed in favour of a page whose design makes the user’s choice easier. I examined 28 New Zealand tertiary library home pages using quantitative content analysis. While the findings of this research were predominantly positive, I will show that there is potential for New Zealand tertiary libraries to simplify and enhance their pages, which were found to be content-heavy and lacking in both live help and social media features.

From this research (an INFO580 project), I argue that libraries must use the space on their home pages more effectively to make it clear to their users that they are for them, what they need is there, and provide them with visual clues to make their path to the information they seek well lit.

*Jess Howie is a Subject Librarian at The University of Waikato, Hamilton.*
Student Rovers: Exploring the landscape of peer support

Rosanne van Leeuwen and Fran Skilton with
Miracle Moasegi and Herman Chan
11.05-11.35 Friday 29 November

In response to a requirement to provide an information commons experience without the commons, a rover service was established in the library in 2010. Modelled on the successful Victoria University of Melbourne rover service, our rovers provide peer support to students at the point of need.

At the launch of the service, we had two main outcome areas to focus on:

- To **improve our service**, offering a more accessible service by fellow students answering the query on the spot
- To **foster collaborative learning** by peers sharing experiences and study strategies

Institutional strategic initiatives soon added another outcome:

- **work integrated learning**, whereby student rovers gain confidence and skills through meaningful work

This presentation will discuss how the service works, describing how the service is meeting the outcomes above and what the experience has meant to our student rovers themselves.

*Rosanne van Leeuwen is Associate Director, Library, at Unitec.*
*Fran Skilton is and Information Literacy Librarian at the Library, Unitec.*
*Miracle Moasegi and Herman Chan are student rovers at the Library, Unitec.*

Instructional videos on a shoe-string: A how-to presentation

Vanda Ivanovic
3.50-4.20 Thursday 28 November

What do you do when a lecturer asks you to create an animated, narrated video to illustrate several abstract concepts, and have it ready within ten days’ time? Panic seems natural. Yet it is possible to deliver, even with the basic office tools and a tight timeframe.

This presentation will explain the process of creating a short educational video, based on a real-life example, using a provided script, Microsoft PowerPoint and screen casting software (BB FlashBack). The combination of these tools and a basic sense of timing can be sufficient to create a useable video file on a very tight budget.

The presentation will include a takeaway sheet of advice and possible tools.

*Vanda Ivanovic is a graphic designer at Libraries and Learning Services, the University of Auckland.*
Learning Analytics and Student Retention

Steve Leichtweis and Michael Willimott
10.30-11.00 Friday 29 November

Learning Analytics when applied predictively can be used as a powerful tool for student retention. This presentation covers the operational use of learning analytics - the tools in use at the Faculty of Education to quantify learning behaviour, as well as the response mechanism, in a Faculty-wide peer mentoring programme called the First Year Experience.

Michael Willimott is Team Leader, Student Experience and Engagement, Faculty of Education, the University of Auckland.

Steve Leichtweis is Manager, Centre for the Creative Application of Technology in Education, Faculty of Education, the University of Auckland.

It’s all about the sharing... implementing Equella at CPIT

Fiona MacDonald
3.50-4.20 Thursday 28 November

In 2011 CPIT went in search of a digital learning resources repository. The increased use of Moodle in the institution had resulted in a proliferation of digital resources for teaching and learning, stored in Moodle, and across the CPIT network on shared and personal drives. Not surprisingly, many items were lost or replicated unnecessarily, and associated IP and copyright implications were complex and hard to manage. We also had a number of collaborative course developments which were hampered by an inability to easily share resources.

The project team evaluated four repository solutions and recommended EQUELLA as the best fit for the institution. It is a web-based digital repository originally developed for the Australian education market, and successfully deployed across the TAFE and University sector there.

With expertise in metadata management, copyright and digital rights management, the Library played a lead role in the implementation project, and continues to manage the repository, working closely with the Learning Technologies Unit and ICT.

In June 2013 CPIT went live with EQUELLA, integrated with Moodle 2.4. We migrated all resources from Moodle into EQUELLA and embarked on a series of training workshops to introduce staff to Moodle and Equella …MooQuella? …..promoting the benefits of an effective repository which enables collaborative design and sharing of resources, and provides sophisticated digital rights and copyright management.

Implementing EQUELLA has resulted in system developers, technology advisors, librarians, education designers and academics collaborating in the development and management of the institutions digital assets, and it has not been easy!

This presentation will outline some of the milestones, roadblocks and achievements encountered during our two year journey to implementation, and our plans for future.

Fiona MacDonald is Library & Learning Technology Services Manager CPIT.
Information literacy curriculum integration: a professional development programme for University of Auckland subject librarians

Chris Moselen
11.30-12 Thursday 28 November

Ever since 1974, when Paul Zurkowski first coined the phrase, information literacy (IL), has occupied the minds of academic librarians. Curricular integration of information literacy is generally regarded as being the most effective means of providing IL education, relying as it does on the contextualisation of IL within the course or programme curriculum. But given the complexity of the task, how well are subject (liaison) librarians equipped to facilitate the integration of information literacy into the curriculum?

While there were examples of IL integration best practice already operating within the University of Auckland Library there was no consistent approach subject librarians could draw on and many of them were unable to conceptualise what the University’s IL guidelines would look like in terms of their own practice.

This paper describes the development of an information literacy curriculum integration programme for the University’s subject librarians from its first stages, through to the pilot in 2011. It reflects on the lessons learned during the pilot phase and how these impacted on the programme in 2012. Institutional changes in 2013 mean that the programme will need to be responsive to strategic initiatives from within the University.

The programme consists of five modules, delivered via team-based activity, face to face and online sessions. Library staff, academic staff and other professional staff contribute to the teaching of the programme which covers topics such as: information literacy at the University of Auckland, understanding and working with faculty, understanding the faculty curriculum, IL integration and curriculum design, IL assessment and evaluation.

Successful integration of information literacy into the academic curricula ensures the transferability of student capabilities, and enhances the knowledge and skills of subject librarians. It is also one way that subject librarians can future proof their roles within the institution.

Chris Moselen is Library Manager of the Sylvia Ashton-Warner (Education) Library at the University of Auckland.

Librarian on Location: Embedded Subject Librarian Services

Helen O’Carroll
12.40-1.10 Thursday 28 November

In 2011 the Faculty of Education library (Sylvia Ashton-Warner Library) piloted a “subject librarian office hours” project in conjunction with one of its academic departments, the School of Learning, Development and Professional Practice (LDPP). For the first semester of 2011 the subject librarian assigned to that School spent seven hours per week (two half-days) within the departmental building where she was available with a netbook to help staff and students. Statistics were kept and questionnaires were sent out in order to gauge the impact to staff and students of having their subject librarian on-site. This lightning session will alert you to the factors to consider as well as the possible advantages or challenges in offering such a service.

Helen O’Carroll is a Subject Librarian at the Sylvia Ashton-Warner Library (Education), the University of Auckland.
The CONZUL Store: the collaborative storage of serials

Helen Renwick
11.05-11.35 Friday 29 November

The eight New Zealand university libraries have a history of collaboration and sought a shared solution to the problem of storing low-use print collections. It was agreed that a single copy would, in most cases, be sufficient for the country’s research communities. The libraries have chosen to outsource the storage of print serials to a commercial provider with facilities throughout the country. The paper describes the background to the project, the challenges of implementation across a group of libraries, particularly the rationalisation of the eight collections to retain a single jointly-owned copy, and some of the consequences that have emerged eighteen months after shipment to storage began.

Helen Renwick is Associate University Librarian, Collections, Libraries and Learning Services, the University of Auckland.

Wikipedia in the Classroom

Sara Roberts
4.25-4.55 Thursday 28 November

In 2011 & 2012, a School of Law colleague and I used Wikipedia as part of the course work for a 300 level human rights law paper. Students were given an assignment where they were actively involved in creating, updating and/or editing Wikipedia articles in their chosen subject area. My role was to become a Wikipedia expert, and to guide the students through the conventions and technical skills required to contribute to Wikipedia. The feedback from students was very positive; they enjoyed creating a piece of work that was released into the public domain and many continued to monitor their work on Wikipedia well after the assignment was “handed in”. The students were required to use evaluative criteria and consider aspects of the articles on Wikipedia, such as authority, currency, references, neutrality and the difference between traditional published material and wiki content. This enabled me to teach information literacy skills as part of a larger project, where the students’ own reputation and credibility rested on the acquisition and application of these skills.

The partnership formed between the Library and the Faculty to teach the skills required for this assignment was a new direction for us, and gave me the opportunity to demonstrate our resilience and to respond positively to a new challenge.

Sara Roberts is a Law Liaison Librarian at the University of Canterbury, Christchurch, New Zealand.

Repository as a Service

Yanan Zhao
3.00-3.45 Thursday 28 November

The University of Auckland implemented the Symplectic Elements research management system (Research Outputs) in September 2010. Staff record their publications and professional activities in the system, via automated database search functionality, manual entry, or direct import. The
University of Auckland Library took over ownership of Research Outputs in 2011, bringing a service opportunity. A new team, Research Support Services (RSS), was established to provide training and support services.

Research Outputs was used for the New Zealand research funding (PBRF) round in 2012 and the Library played a key role in assisting and training staff. Building on the momentum that was gained from the use of Research Outputs, the newly formed RSS team had a launching pad to develop and implement new services.

This paper will focus on the trajectory of system and service development from the transition of Research Outputs to an agile upgrade model to services around the Institutional Repository to maximise research visibility. It will outline recent development work that has focused on a new BibliInformatics service to assist researchers identify, track and measure the impact of their research.

As the research landscape becomes increasingly competitive, institutions worldwide have begun to review and develop services to their research community. The latest University of Auckland strategic plan has many objectives set around producing and measuring quality research. The combination of both internal and external drivers have created an environment which positions us well for developing new services that are strategically aligned and highly relevant for our researcher community.

Yanan Zhao is Research Repository Administrator, Libraries and Learning Services, the University of Auckland.

Academic literacy integration into higher education curricula: Application of an Information Search Process (ISP) model

Neda Zdravkovic, Claudia Adams and Sarah Etheridge
3.00-3.45 Thursday 28 November

This presentation describes the application of Carol Kuhlthau’s Information Search Process (ISP) model in academic literacy integration into two core academic course curricula at The University of Auckland:

- FTVMS 100: Film, Television and Media Studies (first year undergraduate course, 500 campus-based students)
- POPLHLTH 701: Research Methods in Health (first year postgraduate course, 60 students including campus-based and distance).

An academic review conducted in 2012 revealed the need for enhanced support of the following competencies in both courses:

- An ability to locate, evaluate, and organise information effectively
- A capacity for critical appraisal of relevant scholarly literature
- An ability to initiate, design, conduct, sustain, and report research.

Ongoing collaboration with academics provided an opportunity to integrate academic literacy into the two course programmes.

Introduced in 1991, Kuhlthau’s Information Search Process (ISP) describes feelings, thoughts, and actions from the individual’s perspective within the six stages of information seeking and emphasises the important role of the emotional and cognitive processes a researcher experiences at the time. In order to effectively integrate academic literacy components into both course curricula, Kuhlthau’s
ISP model was adapted in two ways to match the learning needs of each cohort at undergraduate and postgraduate levels.

The first ISP model variation (undergraduate level) provided the key framework for the development of the compulsory FTVMS 100 online academic literacy assessment bearing 10% total course mark. The model also provided core structure for the accompanying online tutorial containing the following modules: *What is the assignment question asking me to do?/Where and how do I find readings for my assignment?/Are the readings good enough?/How do I write my essay?/How do I reference?*

Similarly, the second ISP model variation (postgraduate level) formed the key structure in the design of the compulsory POPLHLTH 701 assessment with integrated academic literacy assessment components carrying 35% of the total course mark. The online tutorial supporting different stages of the ISP was designed accordingly with the following modules: *How do I formulate a research question/What does my research question really mean?/Where can I find quality information?/How can I find the information I need?/How do I write my literature review?/A reflection on my learning.*

The integrated academic literacy components were introduced in both courses in Semester 1 2013.

*Neda Zdravkovic is a Learning Support Services Librarian.
Sarah Etheridge is a Subject Librarian at Libraries and Learning Services, the University of Auckland.
Claudia Adams is Manager of the Library and Information Commons at the Tamaki Campus, the University of Auckland.*